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ABSTRACT

This report describes achievements and activities of a federally supported project to prepare physical educators in Oregon to provide adapted physical education programs to students with disabilities. During the project, 28 students were prepared to be adapted physical education specialists at the masters degree level at Oregon State University. The program was very successful in the placing of graduating students. Placement information is presented in an attached table. The program also provided full-time teachers (n=11) to participate on a summer-only basis. The Movement Studies in Disability Program at Oregon State University has grown to include courses in motor learning, pedagogy, measurement, and applications to biomechanics and exercise physiology. Field experience opportunities include on-campus work with college students with disabilities, early intervention services, community-based programs for adults with disabilities, and the Special Physical and Motor Fitness Clinic at the university. Seventeen dissemination activities, six program-related special events, and eight cooperative relationships with public and voluntary agencies are listed. Project evaluation indicates that all but one student completed all coursework, that students utilized their new skills in their jobs, and that there is evidence that the training has had a positive impact on students with disabilities. (DB)

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Final Report of Preparation of Adapted Physical Educators Award #H029G960120

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Submitted to:

U.S. Department of Education
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ABSTRACT

The Department of Exercise and Sport Science requests funds to support approximately twenty-one master's degree students in the area of adapted physical education. The intent of this proposal is consistent with the emphasis on appropriate physical education services for students with disabilities as mandated by P.L. 101-476. Furthermore, the Oregon State University project complies with funding priorities of the Office of Special Education Programs and with the personnel needs in Oregon and in the United States. Although this is a request for an on-going program, there have been significant improvements since the last project was funded and new initiatives are included that increase the quality and capacity of our preservice training program.

Personnel prepared by this project will be equipped to provide quality physical education programs to a wide range of children with disabilities, including pre-school aged children, children with severe disabilities and students in transition oriented educational programs. The educational curriculum is theoretically based, and non-categorical. Quality field based practicum experiences are considered an essential part of the program. These newly expanded and improved field based experiences include opportunities in early childhood physical education, a campus based clinic program offering services for infants through age 21 years, public school experiences including transition programs, the Oregon State School for the Deaf, and a community-based exercise program for adults with disabilities. Courses in exercise science, special education and movement studies in disability will give the project graduates valuable competencies consistent with the needs of children with disabilities. These competencies have been recently clarified by our faculty and other professionals in the U.S. in adapted physical education and deemed essential for quality physical education programs.

Full-time as well as part-time students will participate in this project. The part-time student option will encourage full-time teachers to expand their understanding and abilities in adapted physical education during summer classes on campus and through distance education via EdNET, an educational network for distance learning in Oregon. This component of the project is new and will enable more students to participate in courses during the academic year (or summer).

Formative and summative evaluation data will be obtained to assess the effectiveness of the training and the impact on students served by the program graduates. A project advisory committee and perceptions of employers will be used to assist in the review of the project's goals and objectives.

Oregon State University's state and national leadership in adapted physical education, combined with the expertise in special education at Western Oregon State College provide a quality program which will enhance the physical education experiences available to children and youth with disabilities.

STUDENTS PREPARED

During this project twenty-eight students were prepared to be adapted physical education specialists at the masters degree level at Oregon State University. All the students performed

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well in their academic classes with a cumulative grade point average of 3.76. The number of students funded in pursuit of the Ed.M. degree were eleven, the MAT degree were ten, and seven students pursued the M.S. degree in Movement Studies in Disability. An overview of the students in the program is included in Table I.

COURSEWORK

Very few alterations were made in the originally proposed courses available to students. With the addition of Dr. Joonkoo Yun and Dr. Steve Hannigan-Downs at Oregon State University, the content courses specific to adapted physical education were modified and updated throughout the length of the project.

PLACEMENT OF GRADUATES

Our program has been very successful in the placing of graduating students with an emphasis in adapted physical education. The students have been placed in jobs ranging from public school settings to private institutions. Employment status and placement of our graduates can be found in Table I.

SUMMER-ONLY PARTICIPANTS

Enabling full-time teachers an opportunity to enroll in a part-time master's degree program was a high priority for this project. The intent was to improve the quality of physical education experiences for children with disabilities. Eleven teachers participated in this portion of the project. Each of the teachers attended classes full-time during the summer sessions and occasionally took an academic course during the school year. Though core content was similar, courses and practicum varied according to individual needs.

COURSEWORK AND FIELD EXPERIENCES

The Department of Exercise and Sport Science, in particular the Movement Studies in Disability Program, grows at Oregon State University. Course opportunities have grown which benefit the students supported by the grants. Faculty in general have become more aware of their collective role in educating all students at Oregon State about the legal and moral obligation of meeting the needs of all children. This has resulted in the expansion of course materials in graduate courses in motor learning, pedagogy, measurement, and applications to biomechanics and exercise physiology. In addition, the research laboratories are producing research projects, investigating various aspects of exercise science for persons with disabilities.

Oregon State University has expanded the number of students with disabilities served on campus. This has necessitated the addition of physical activity courses for these students, which are instructed by graduate students in our program. The field experience opportunities for our masters degree students have expanded. Our students teach, advise and advocate for children and adults with disabilities across the age range. This includes early intervention services as well as community-based programs for adults with disabilities. The OSU Special Physical and Motor Fitness Clinic now provides an educational program for 80 children and adolescents with disabilities (.5 – 21 years).

DISSEMINATION ACTIVITIES

Invited Presentations:
Pivarnik, J., Nixon, P, McCubbin, J. Physical activity measurement in special populations, American College of Sports Medicine. Indianapolis, IN. June 2000.

McCubbin J. Movement Disability: Opportunities for research and professional training, American Academy of Physical Education and Kinesiology, Callaway Gardens, GA. September, 1999.

McCubbin J. Lifespan approach for physical activity for persons with disabilities, European College of Sports Science, Jyvaskyla, Finland, July, 2000.

McCubbin, J. Multiple sclerosis and exercise: a review of the literature and issues for future research. Graduate seminar invited lecturer. University of Wisconsin-LaCrosse. 1997

McCubbin, J. Obesity: How can we best address this issue in physical education. West Central District WAHPERD, LaCrosse, WI. Keynote speaker. 1997

Presenter on a panel on communicating with Office of Special Education Programs, National Consortium for Physical Education and Recreation for Individuals with Disabilities, July, 1996.

Invited Coordinator of the Children's Program for the Third Paralympic Congress, Atlanta. This included selecting or soliciting abstracts and developing program for the four-day international conference. 1996.

McCubbin, J., Kovac, D. & Beck, J. Recreation for All, NIRSA NW Regional meeting, Eugene, OR. 1996.

McCubbin, J. Physical activity for children with cerebral palsy: Assessment and program planning. Adapted physical educator workshop, University of Utah. 1996.

Professional Service:
The project director served as chair of the scientific committee for the North American Federation of Adapted Physical Activity 2000 Symposium, which was held in New Orleans, Louisiana.

The project director served on the scientific committee for the North American Federation of Adapted Physical Activity meeting in Minneapolis, Minnesota in 1998.

Scientific Committee, North American Federation of Adapted Physical Activity meeting, Banff, Alberta, Canada, 1996.

Scientific Committee, Paralympic Congress, 1996, Atlanta, GA

Honorary Committee member Oregon Games, Inc: Promoting Recreation and Sport for Persons with Physical Disabilities. 1996.

Invited Lecturer, National Taiwan Normal University, Taipei, Taiwan, R.O.C., Workshops on fitness and motor assessment of children with disabilities, September, 1995 and March, 1996.

National Advisory Board, Adapted Physical Education Professional Enhancement Through Technology Project, OSERS funded project to L. Bowers and S. Klesius, 1994 to 1998.

Executive Committee, National Standards Project in Adapted Physical Education, 1993 to 2000 (appointed)

LISTING OF SPECIAL EVENTS

1. After the graduates arrive on campus on September 16, which is the first contract day for the University, there are orientation meetings. These meetings are group and individual and include University, College and Department meetings.

2. Classes begin at the end of September. In addition to the regularly scheduled credit classes, non-credit seminars were held for the purpose of discussion of various topics related to the education of students with disabilities. At this time, students were able to explore questions on the subject.

3. The Oregon State University Special Physical and Motor Fitness Clinic officially started on the first Friday of October. Prior to this date, the students reviewed the backgrounds of the youngsters participating in the Clinic. This information, in conjunction with training sessions, was dispensed to undergraduate volunteers.

4. Meetings were held with each of the students to assess their academic and professional progress. After receiving grade reports each term, they were reviewed and feedback from course instructors was obtained. Any difficulties or questions were discussed. A graduate program was developed and filed with the OSU Graduate School for each student.

5. Every third week the students participated in a distance education seminar. Guest speakers were brought in to present various topics. Some of the speakers were:

    1. David Poretta, Ohio State University
    2. Martin Block, University of Virginia
    3. Michael Bullis, University of Oregon

6. The students have been involved with the Oregon Challenge Games.

COOPERATIVE RELATIONSHIPS WITH PUBLIC AND VOLUNTARY AGENCIES

A concerted effort was made to interact and cooperate with various agencies serving children and adults with disabilities. Some of the activities include:

1. Working with Oregon Department of Education both in programs in Special Education, Physical Education, and Early Intervention Programs. (McCubbin and Collier)

2. Serving as a member on Cooperative Planning of Personnel Council to meet the needs of special education personnel in Oregon. (McCubbin and Collier)

3. Serve in various leadership roles in NCPERID.

4. Service to community agencies providing recreation and leisure services in the Corvallis community. (McCubbin)

5. Serving on the Board of Directors for Oregon Games, Disability Sports. (McCubbin)

6. Serving on a local advisory council for early intervention programs. (Collier, Yun)

7. Editor of International Federation of Adapted Physical Activity Newsletter. (Hannigan-Downs)

8. The OSU Special Physical & Motor Fitness Clinic became a member agency of United Way of Benton County.

SUMMATION OF RESULTS

The evaluative data collected conform to the guidelines specified in the original application. Data are reported for the 1996-2000 funding cycle. Specifically, information will be discussed relative to the following questions:

1. Will students fulfill the coursework and master the competencies identified in this project?

2. Will students utilize the competencies mastered in the delivery of physical education services for students with disabilities?

3. Does the training provided through this project have a positive impact on students with disabilities?

4. Will this project have an impact on other projects and agencies within the state as well as nationally?

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The evaluation plan of this project was presented in the original application. An attempt has and will continue to be made to answer the following questions even though some of the results were incomplete due to participants not returning their data.

EVALUATION CONCERN 1. Will students fulfill the coursework and master the competencies identified in this project? All, but one of the graduates were successful in completing their coursework with a grade point average of 3.74 for the full-time students and 3.78 for the part-time summer only students. The grade points average is indicative of the overall commitment to the program and the high level of excellence achieved by those involved.

EVALUATION CONCERN 2. Will students utilize the competencies mastered in the delivery of physical education services for students with disabilities? Data for this concern were gathered in one of three ways: 1) Students kept the project staff current on their progress by mail, 2) Visitations with the students at national conventions and various regional and state sponsored meetings, and 3) Periodic phone calls to the trainees to discuss their progress.

All students utilized their skills once they returned to their original jobs or relocated and found new positions. The degree of skill utilization depended on the nature of their respective position. Some students provided direct service to children with disabilities while others worked indirectly, serving as consultants.

Several of the students have conducted research upon returning to work and have collaborated with the project staff on their research. The project staff have had many opportunities to influence each of the trainees once they have left Oregon State University.

EVALUATION CONCERN 3 Does the training provided through this project have a positive impact on students with disabilities? The data collected in response to this concern supports the significance of this project. The composite of child change data is incomplete, but nevertheless impressive. Most of the interns did not keep specific trail x trial data on their students' progress. All trainees have reported that progress toward meeting Individualized Educational Plan goals have generally been met.

EVALUATION CONCERN 4 Will this project have an impact on other projects and agencies within the state as well as nationally? It is very evident that the reputation of this program is growing nationally. Most of the students coming to our program reside in areas outside of Oregon. The data for concern 4 is very supportive of this project and supports its continuation. The number of prospective students requesting information is increasing each year. Within the state of Oregon there has also been a move to establish credentials for adapted physical educators. This state-wide movement was proposed and supported by the Adapted Physical Education Council of our state OAHPERD Association.

The University's commitment to the program is strong as endorsed by the recent addition of a new M.S. Program in Movement Studies in Disability. The program's approval was based on an extensive review of need and departmental resources to support the program.

Table I

Master's Students Funded: Professional Placement
1996-2000

Name of Graduate	Year of Graduation	Employer	Degree	Position
Findley, Margo	1997	Hood River Middle School Hood River, OR	MAT	Physical Educator
Hunter, John	1997	Albany Public Schools, Albany, OR	EdM	Physical Educator
Killam, Tonya	1997	North Carolina School for the Deaf	EdM	Adapted Physical Educator
Mann, Mike	1997	Elementary School Ridgefield, WA	MAT	Physical Educator
Morley, Karen	1997	Portland Public Schools, Portland, OR	EdM	Physical Educator
Rogers, Bari	1997	Albany Public Schools, Albany, OR	EdM	Adapted Physical Educator
Smith, Tamara	1997	Portland Public Schools Portland, OR	EdM	Adapted Physical Educator
Larimer, Chuck	1988	Mill City Middle School, Mill City, OR	MAT	PE & Math Teacher
Laurie, Nicolette	1998	West Virginia University Morgantown, WV	MSD	Graduate Student
Peltier, Jennifer	1988	Calapooia Middle School Albany, OR	MAT	Physical Educator
Perkins, Jennifer	1988	Denver County, Denver, CO	MSD	Physical Educator
Wittig, Pam	1998	Junction City Public Schools, Junction City, OR	EdM	Physical Educator
Barry, Lynn	1999	Middle School Oregon City, OR	MAT	Physical Educator
Bickley, Danielle	1999	Middle School Eugne, OR	MAT	Physical Educator
Billion, Dawn	1999	Troutdale, OR	MAT	Physical Educator
Chelini, Letitia	1999	Poynter Middle School Hillsboro, OR	MAT	Physical Educator
Rice, Kellie	1999	Beaverton School District	MSD	Adapted Physical Educator
Stratton, Wendy	1999	Doctoral Student University of Utah	MSD	Graduate Student
Nicholson, Corey	1999	North Eugene High School, Eugene, OR	Teaching Certificate	Physical Educator
Minor, Scott	2000	North Valley School Santa Teresa, NM	MSD	Physical Educator

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Brainard, Rick	2000	McKay High School Salem, OR	MAT	Physical Educator/Heal Basketball Coach
Peeler, Justin	2000	Neil Armstrong Middle School Forrest Grove, OR	MAT	Physical Educator & Adapted Physical Educator
Morella, Ron	2000	Philomath School District, Philomath, OR	EdM	Physical Educator
Juhl, Andrea	2001	Currently unemployed	MSD	Planning on attending Law School
Cunningham, Mike		Withdrew from program due to health reasons	EdM	Physical/Health Educator
Rogala, Michael	2002, anticipate	Buffalo, NY	MSD	Substitute Teacher
Baumholtz IV, Frank	2002, anticipate	Crescent Valley H. S., Corvallis, OR	EdM	Physical Educator
Thorpe, Steve	2002, anticipate	Sweet Home High School, Sweet Home, OR	EdM	Learning Resource Room Teacher

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